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ABSTRACT

This is a report on teacher-designed population education, a project that was a joint venture of the Rhode Island Education Association, the National Education Association, and the University of Rhode Island. The project gave 15 Rhode Island teachers an opportunity to learn about population education and to design their own teaching procedures. The report begins with the National Education Association's view of population education, followed by a rationale for population education. The Rhode Island Project is then described. Some statements on the future of population Education conclude the report. Appended are (1) information on the population education workshops, (2) a population education questionnaire for students, and (3) a list of films. (RC)

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TEACHER-DESIGNED POPULATION EDUCATION

A Project of the

Rhode Island Education Association
National Education Association
and
University of Rhode Island

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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NATIONAL EDUCATION ASSOCIATION
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Washington, D. C. 20036

April 1976

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PREFACE

Rhode Island is the smallest state geographically, but it is one of the most densely populated states in the nation. It may be first in teacher-designed population education.

"Teacher-Designed Population Education" is the report of a joint venture of the Rhode Island Education Association (RIEA), the National Education Association (NEA), and the University of Rhode Island (URI). The project has helped teachers to learn about population education and to teach what they feel is important to students in their own classes in different parts of our state. I hope the reader of these pages will think about how the experiences reported here might be adapted for use in his or her own state and then join Rhode Island teachers in advancing population education in the public schools of our nation. No topic is more crucial.

Personally, I would like to express my appreciation to the RIEA executive secretary, Sherwin Kapstein; the URI demographer, Lee Bouvier; and the NEA population education liaison, Dick Cortright, for carrying out the project and preparing this report. Their task was accomplished in cooperation with an excellent group of teachers in Rhode Island. These teachers were chosen from different academic areas to represent our interest in population education being taught in all grades and subjects:

Daniel Bordeau, Mathematics
Paul Capaldo, Biology
Peter D'Alessandro, English
Dolores DiOrio, R.N., Public Health
Alicia Durfee, Elementary Education
Harry Johnson, Chemistry
Ann Marie Luckerson, Mathematics
Donna Miller, English
H. Glenn Reed, History
Tim Rhodes, Biology
Jack Riley, U.S. History, Family Life
Raymond Rocha, Social Studies

Ronald DiOrio
President, 1974-75
Rhode Island Education Association

INTRODUCTION

It is a pleasure to join with our colleagues in Rhode Island to report to the NEA membership about this significant project in "Teacher-Designed Population Education." We know now that teachers want to learn more about the dynamics of population change so that they can better communicate facts and feelings about such changes to their students. We know, too, from the project that teacher association leadership in designing professional curriculum such as that reported here results in effective teaching in the classroom.

The funds for this project were made available by the Population Institute to the National Foundation for the Improvement of Education. The project was carried out by the Rhode Island Education Association and the NEA in cooperation with the University of Rhode Island. We are particularly grateful to Rodney Shaw and Peter Cott of the Population Institute for their support and interest.

We urge local teacher associations to examine this report and then to consider encouraging the adoption of population education through contract language into local curricula. Further information on population education may be requested from Dick Cortright of the NEA Instruction and Professional Development staff.

John D. Sullivan, Director
Instruction and Professional Development
National Education Association

James W. Becker, Executive Director
National Foundation for the Improvement
of Education

TEACHER-DESIGNED POPULATION EDUCATION

A Project of the

Rhode Island Education Association
National Education Association
University of Rhode Island

In 1973 the National Education Association Representative Assembly recognized that:

> ...population changes in our communities, our nation, and the world have continuous implications to our lives both professionally and personally. The processes of population changes, whether local, national, or global, are difficult to understand. Schools can play a vital role in educating the students and general public by presenting facts and alternatives for future growth patterns, thus enabling both students and the general public to make wise decisions concerning population growth.
>
> The Association shall make available data about population change. The Association and its state and local affiliates shall encourage public schools to include studies on population education in their curriculum. (Resolution 73-49)

The NEA extended its view of population education in 1975 in a resolution urging "the development and improvement of federal legislation, programs, and appropriations that provide education...to promote an understanding by students and the public of the effects of past, present, and future population growth patterns on world civilization and human survival." (Resolution A-4)

The importance of implementing these resolutions is clear. Surveys of teachers reveal both a limited knowledge about the "population" dimensions of life and, incongruously, a high level of interest in teaching the subject. For example, an investigation of the six New England states and New York on teachers' understanding of elementary demographic concepts and attitudes toward population education indicated that the majority of 573 respondents believe population education should be part of the high school curriculum (48 percent

saw their own teaching subject as an appropriate vehicle). However, when questioned on U.S. and world population size, growth, and "doubling time," the majority gave incorrect answers.[1]

Perhaps more revealing are the results of a recent survey of population educators conducted by Drs. Susan O. Gustavus and Carl Huether of the University of Cincinnati.[2] The sample was drawn from teachers who had already expressed an interest in population education but had problems in presenting it within their schools. The difficulty was not with student, administration, or community resistance to population education. These teachers identified the problems as (1) lack of time, (2) lack of materials, (3) high cost of materials, (4) lack of training, and (5) the fact that population education does not fit easily into the subjects they regularly teach.

This first national survey of teachers of population education reports that, while most of the courses are offered in biology and social studies, the length of the particular course and the number of enrollees vary considerably. About three-fourths of the teachers in the survey reported that they began teaching population education because of a personal concern with population problems. Most of the teaching deals with the environment and the impact of population on food supply and natural resources. The least popular topics are fertility and migration trends and the impact of population growth on national policy. Only half of the courses include any material on human reproduction and sexuality. Most of the teachers designed their own instructional units.

Recommendations in both of the above studies support the teaching of population education in the nation's school systems.

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[1]Henry, Michael M. High School Teacher Readiness for Population Education. Doctoral dissertation. Nashville, Tenn.: George Peabody College for Teachers, May 1974.

[2]Gustavus, Susan O., and Huether, Carl A. "Population Education in U. S. Schools: A Status Report." Paper presented at the annual meeting of the Population Association of America, April 1975.

Rationale for Population Education

A student today receives the right to vote almost simultaneously with a high school diploma. At age 18 the student can cast a ballot for or against a new school, a zoning regulation, or a sewage plant. The intelligent voter may be aided by some idea of how the local population might change in the next ten years. This view, educators are saying, can be gained through population education.

Hardly more than an idea eight years ago, population education is now included in the high school curriculum of several states, including New York, Pennsylvania, West Virginia, and Wisconsin. The city of Baltimore has an integrated program covering grades 1-12.

Population education is not sex education, although it can include the study of the effects of birth control on population characteristics. Population education is the study of all the factors that influence and in turn are influenced by birth, death, and migration rates. These factors include war, famine, racial tensions, disease, governmental stability, economic growth, and education.

Stability and plenty have, in the past, resulted in population increases. Some developing countries today are experiencing a drastic population increase because of a decline in the death rate due to improved disease control. A few such countries have also seen improvements in agriculture and education. These factors make more women available for the work force and encourage a higher standard of living and a limitation to family size.

The currently popular concept of zero population growth (ZPG) had ironically held true until almost the last 200 years of history. Although many women had from eight to ten children, only slightly more than 2.11 survived to reproduce. (Technically, 2.11 children results in 1.0 female births -- equal replacement. The 0.11 accounts for the fact that about 105 males are born per 100 females and not all females live to or do reproduce.) It took approximately 1,500 years from the time of Christ for the world to double its population. The

current world population of 4 billion will double to 8 billion in a scant 35 years.

The survival of a greater number of offspring was a major reason for early growth of the United States. In contrast to the crowded conditions of Europe, there was more room to grow food; and cleaner water and open spaces made it more difficult for disease to travel. Although we have achieved a fertility rate of under 2.11 children per family (1.9-), it will still take over 70 years and over 70 million additional people before the U. S. population stabilizes. But these figures do not include legal and illegal immigration, which accounts for an estimated one-third to one-half of our current annual growth. When these figures are added, U. S. population growth continues indefinitely into the future.

In July 1969, President Richard M. Nixon appointed a commission to study "Population and the American Future." Reporting almost three years later, the commission recommended "enactment of a Population Education Act to assist school systems in establishing well-planned population education programs so that present and future generations will be better prepared to meet the challenges arising from population change." The commission's interest, the report read, "is not to limit the number of children in our population but extends to a concern for the quality of their development."

In the past few years the University of Delaware, Florida State University, Columbia University, the University of Cincinnati, Utah State University, and several other institutions have offered workshops and graduate programs in population education to train teachers on the elementary and secondary levels.

Dr. Stephen Viederman of the Population Council, who together with Dr. Sloan Wayland of Columbia laid the foundations for population education, suggested that teachers approach the subject "not as a 'problem' to be solved but as a 'phenomenon' to be understood." Population education, he wrote, will be most successful if the student "is viewed as an inquirer." Accepting that it is impossible for teaching to be value free, population education programs,

he claimed, can strive to be value fair. The issues of large families versus small, public housing in cities versus public housing in the suburbs, and others can and should be discussed, but positions and solutions need not be preached.

The study of population patterns and trends has in the past been reserved for the college level, because it was thought to be too complex and controversial The majority of students leave the education system after high school, however, and as voters they will be making decisions on ecology, construction of health and educational facilities, wages, and other social policies. They need knowledge of population factors to make informed decisions.

In his report on "Population Education in the United States" to the U.S. Commission on Population Growth and the American Future, Viederman stated:

> Since it is impossible to make all teachers competent in handling population materials, a strategy for training a hierarchy of teachers within school systems must be developed to provide a broad range of competence to the system. Funds will be needed for support of pre-service and in-service training, summer institutes, etc.[3]

The Rhode Island Project

In order to communicate key concepts about population education to Rhode Island teachers, the RIEA-NEA-URI Teacher-Designed Population Education project provided for two tailor-made, teacher-designed workshops during 1974-75. Their purposes were:

1. To provide training for a selected group of teachers who had expressed interest in teaching population education.
2. To demonstrate interagency cooperation (RIEA-NEA, URI, Population Reference Bureau, and Population Institute) in implementing a program of population education in schools.

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[3]Viederman, Stephen. "Population Education in the United States: A Preliminary Report to the Commission on Population Growth and the American Future," May 1971.

3. To create a model of population education initiated by teachers which can be replicated by other state and local education associations.

4. To provide opportunities for participants to enroll in the URI population courses.

Fifteen teachers participated in the population education workshops. They came from twelve different communities of the state and taught mathematics (3), biology (2), English (2), public health (1), elementary grades (1), chemistry (1), history (1), family life (1), social studies (1), library science (1), and music (1).

Interaction among the participants and instructors was enthusiastic throughout the project. In the informal sessions of the workshops, especially, teachers had an opportunity to learn about each others' interests in population problems.

Evaluation data were gathered to determine (a) greatest strengths and weaknesses of the workshops, (b) further information needed by participants to implement population education in their classrooms, and (c) what participants felt were the major issues in population education and how they might be resolved. Participants found the following to be the most positive aspects of the workshops:

1. Learning how critical it is to stabilize population growth and what affects population change in one area in contrast to other areas.

2. Obtaining factually informative material on demography.

3. Hearing divergent views on the complexity of population problems.

4. Learning about the availability of instructional materials.

5. Learning that elementary and secondary school teachers can be "turned on" to the population issue in a two-day workshop.

The most useful components of the workshops were:

1. Continuous interaction among participants about their needs and how to meet them.
2. How-to-do-it discussion of teachers' experiences and students' responses.
3. Examination of simulation materials.
4. Discussion of the use of population materials in the classroom.
5. Classroom application of Population Profiles to the teaching of population education.
6. A review of United Nations World Population Year - 1974.

Participants said they still needed:

1. More and continuing information about what materials are available for teachers and students.
2. Plans for teaching population education in particular disciplines.
3. Names of speakers available to talk with teachers of particular disciplines.
4. Pilot programs statewide or in each school within one county, e.g., in eighth-grade history classes.
5. Transparencies and prepared masters if the school cannot get printed materials for each student.
6. More resource material related to mathematics.

Teacher-Designed Teaching Procedures. During the workshops a number of specific teaching approaches were discussed. For example:

1. If students have difficulty in conceptualizing large numbers, ask: How many people will fit in a Volkswagen? How many people can sit in a classroom? How many people live in the United States?
2. Plan a town. List all the items for which space is needed. Plan a house. List all the items for which space is needed. Determine how crowded is crowded.
3. Review the size of the families represented by each student.
4. Play Baldicer (a simulation development game).

One teacher made a set of 25 slides for use in his biology class. An English teacher suggested using thematically related materials such as science fiction and the impact of anxiety and alienation in society. Another teacher recommended a high school minicourse on population. Participants, in general, expressed enthusiasm about their associations taking the leadership in designing population education curricula and sponsoring workshops on population education.

On a field visit to eighth-grade classes, the project staff administered this short questionnaire to determine students' ideas and attitudes:

1. How many brothers do you have?
2. How many sisters do you have?
3. Should there be more people in the United States? Why?
4. What does "having more people" mean to you?
5. Have you spoken with your parents about population education?
6. What does ZPG mean?
7. How many children would you like to have?
8. What do you think about discussing controversial subjects like abortion?
9. Should population education be taught in high school? If yes, in what course?

Field Visits. During the interval between the two workshops, field site visits were made to Westerly and East Providence. Teachers and students were interviewed and a tape was made of an eighth-grade algebra class discussing population education. One teacher visitor reported:

> Four eighth-grade classes were involved in the population education program and each class was observed once a week. The unit on population education covered approximately eight to ten weeks. The students were encouraged to express their views on what the "population explosion" was and what could be done to solve the problems caused by population changes. A questionnaire was prepared and administered to the students to ascertain their attitudes and ideas on the causes and consequences of the population problem. Slides were prepared which illustrated aspects of the population problem and students were encouraged to offer their own opinions to the discussion which accompanied the slides. Topics of population discussed were: Is there a population problem? If so, where is the problem? What are the causes and history of the population problem? What is each citizen's responsibility in the resolution of population problems?

Other visitors reported how teachers were stimulated by "teacher lounge" talk to become involved in population education.

The Future of Population Education

The consensus of the workshop participants was that population education should not be a separate course in the schools but should be integrated into other courses. The big problem, then, for a teacher is how to do this in his or her own class. Some other areas of concern are:

1. What and how to teach population education in the elementary school.
2. What a high school graduate should know about population change.
3. How population education is received by various kinds of students from different areas.
4. How teachers can be motivated to (a) show a population education film, (b) hold a discussion on population education, and (c) carry out the Options Survey prepared by the Population Reference Bureau.
5. The influence of women's liberation on birthrates.
6. The impact of decreased birthrates on school enrollment.
7. The effect of decreasing school enrollments on job opportunities for teachers.
8. How teachers can learn from other teachers about population education.
9. How teachers can be helped to prepare their own materials.
10. How the inclusion of population education in the local curriculum can be made an objective of an instruction and professional development committee of a local association.
11. How state standards boards can be motivated to recommend population education.
12. How population education can be included in negotiations for master contracts.
13. How teachers can be motivated to seek training in population education and how the state association can help.
14. How the association can gain legislative support for population education through creation of a state standards commission.

Teachers in Rhode Island plan to continue teaching about population. However, several needs are apparent:

1. Training in population education, using teachers as knowledgeable peers to teach other teachers.
2. Motivating universities to provide credit for in-service education, with teachers as the faculty.
3. Financial support for training programs from the state education department and local school districts.
4. Continued RIEA support of population education to motivate teachers to request population education workshops which they help design.
5. Increased parental support of population education.
6. Institutionalization of population education so that it is available to all and not only to a selected few.
7. Population education units designed by teachers for their respective disciplines.

* * *

The Rhode Island project in Teacher-Designed Population Education is only a beginning, but it is a strong beginning which is paying off in more effective teacher education. Population education -- the process of developing knowledge, values, and attitudes about population phenomena and their effect on the quality of life and on the environment -- has taken root in the profession.

Associations may now wish to negotiate population education into master contracts, and to convince state standards and licensing commissions to support it in both teacher preparation institutions and in elementary and secondary school classrooms.

The Rhode Island project has made it clear that teachers want to and can take firm leadership in teacher education and curriculum design which results in better schooling for children. The words to remember are <u>teacher-designed</u>.

APPENDIX

THE POPULATION EDUCATION WORKSHOPS

The summer workshop was reported in Interchange, the Population Education Newsletter, Vol. 3, No. 2.

A workshop on Population Education sponsored jointly by the National Education Association (NEA), the Rhode Island Education Association, the Center for Information on America, and funded by the Population Institute was held at the University of Rhode Island from June 27-28, 1974. Fifteen high school teachers from twelve different communities in the state and from varied disciplines (mathematics to music) participated. The workshop included discussions of basic demography and population education with particular emphasis on the population dynamics of Rhode Island. A demonstration of population education in the classroom was given and included suggestions of population related teaching materials. An evaluation of the workshop is in process. It is hoped that the program will serve as a model for future NEA workshops in other states.

Schedule of Summer Workshop on Population Education

First Day

10:30 - 11:30 a.m.	Registration
12:00 - 1:00 p.m.	Lunch
1:00 - 1:30 p.m.	Welcome from the Dean of URI Summer School and from RIEA/NEA
1:30 - 4:30 p.m.	Introduction to Population Knowledge What is demography? Assessment in demography What variables are involved in population dynamics? What characteristics of population dynamics are important? Analysis of demographic processes Causes of population changes Urbanization and suburbanization Implications of trends and changes, with special emphasis on Rhode Island
4:30 - 5:30 p.m.	Film: "Population and the American Future"
6:30 p.m.	Dinner
8:00 - 10:00 p.m.	Interaction Among Participants on the Implications of Population Change

Second Day

9:00 - 11:30 a.m.	Demonstration of Population Education in the Classroom Review of Available Written Materials on Population Education
12:00 - 1:00 p.m.	Lunch
1:30 - 2:30 p.m.	The Relationship of Population to Socioeconomic and Ecological Systems: Small Group Work
2:30 - 3:00 p.m.	Group Reports and General Discussion
3:00 - 4:00 p.m.	What Each of Us Can Do To Teach Population Education
4:00 - 4:30 p.m.	Assignments to Participants

Instructors

Dr. Leon Bouvier
Department of Sociology
University of Rhode Island, Kingston

Dr. Bouvier is a well-known demographer, vice-president of the Population Reference Bureau, a member of the Population Association of America, author of text materials on population education, and visiting professor, most recently at Florida A&M University.

Dr. Everett Lee
Department of Sociology
University of Georgia, Athens

Dr. Lee is a prolific author in demography and specialist in migration patterns, and past president of the Population Association of America.

Dr. Robert Weisbord
Department of History
University of Rhode Island, Kingston

Dr. Weisbord specializes in Black history and population dynamics among Blacks.

Robert Lewandowski
Bristol, Connecticut

Mr. Lewandowski, a high school social studies teacher, is active in his local teacher organization and has taught population education to high school seniors.

Consultants

Dr. John Casparis
Department of Sociology
State University of New York-Binghampton

Dr. Casparis is a demographer who has developed population education programs in New York.

Wallace Clopton
Center for Information on America
Washington, Connecticut

Mr. Clopton is a writer and editor who has helped prepare population education text materials.

Peter Cott
Population Institute
Washington, D. C.

Mr. Cott is a media specialist who provides expert knowledge on population education for national organizations.

Ruth Galaid
Office of Population Affairs
U. S. Department of Health, Education, and Welfare
Washington, D. C.

Ms. Galaid is a population education specialist.

Bernard Singleton
Rhode Island Education Association, Providence

An assistant executive secretary of the RIEA in legislative matters and higher education, Mr. Singleton provided organizational expertise.

Dr. Frank Woods
Dean of the Summer School
University of Rhode Island, Kingston

Dr. Woods provided information concerning the availability of population education courses for credit at the University of Rhode Island.

Instructional Materials

The following instructional materials were used during the workshop. They are available from the Population Reference Bureau, 1754 N Street, N. W., Washington, D. C. 20036

Options: A Study Guide to Population and the American Future

Population Profile

Population and the American Future, official report of the President's Commission on Population and the American Future.

The Winter Workshop

The winter workshop was a one-day session. URI staff were there to bring participants up to date on new developments in population education and to give support to their teaching projects and plans for continued population education.

A brief questionnaire was designed by participants to assess student perceptions on population education for use during the second phase of the project.

POPULATION EDUCATION QUESTIONNAIRE FOR STUDENTS

This questionnaire is not a test but a survey to ascertain attitudes and beliefs held by students. Do not try to anticipate answers, but rather answer the questions asked of you sequentially or as they appear. Read each question and check the answer which is the most correct for you.

1. Is there a population problem in the United States?

   Yes _____ No _____

2. Indicate the reason for your answer to No. 1.

3. The difference between a two-child and a three-child family will have:

   Little impact on population growth in the U. S. _____
   Moderate impact on population growth in the U.S. _____
   Great impact on population growth in the U. S. _____
   Don't know _____

4. "Feeding the starving masses of the world is pointless because they will continue to have more babies and will therefore always be too many to feed."

   I agree with this statement _____ I disagree _____

5. Countries with a high infant death rate usually have:

   An increasing population _____
   A decreasing population _____
   A population remaining about the same _____
   Don't know _____

6. Is there a relationship between the size of a population and what they consume?

   Yes _____ No _____ Why? _____

7. What does Zero Population Growth (ZPG) mean?

8. When did you become aware of the population problem?

   This year _____
   Years ago _____
   Didn't know there was one _____

9. If you feel there is a population problem, do you think enough is being done about it?

   Yes _____ No _____

10. What do you think should be done?

The following films were made available for participants: They may be obtained from the Population Reference Bureau, 1754 N Street, N.W., Washington, D.C. 20036

THE HOUSE OF MAN: PART I - OUR CROWDED ENVRIONMENT (1965, 17 min.)
PART II - OUR CHANGING ENVIRONMENT (1969, 11 min.)

Initially contrasts the natural ecosystem of a pond with man's environment, the city. Question is raised as to whether the problems of urban sprawl, pollution, and slums must be the perpetual legacy of the Industrial Revolution. Planning is the key concept for breaking this legacy. Especially strong on two points: (1) tracing the history of world population growth and resource use, and (2) presenting a value orientation other than an economic one.

POPULATION GROWTH AND THE AMERICAN FUTURE (1972, 60 min.)

Official film version of the Report of the Commission on Population Growth and the American Future, which concludes mainly that well-informed individuals who have access to fertility-related services can act in their own behalf while still benefiting the entire society. The collective result would be the stabilization of U.S. population and the outcome may well include increased per-capita income, improved government services, and reduced demand on natural resources. (See also, POPULATION: BOOM OR DOOM.)

URBAN SPRAWL VS. PLANNED GROWTH (1968, 22 min.)

Shows haphazard patterns of urban growth and then discusses planning done in Brandywine Creek, Pennsylvania. Major theme is value of understanding the environment before changing it in any way.

PANDORA'S EASY OPEN POP TOP BOX (1967, 18 min.)

Comparison of problems of city life and quietness of the country setting -- flashbacks between the two environments throughout. Emphasizes out-migration from farmlands. No narration.

BOOMSVILLE (1969, 11 min.)

Animated film produced by the National Film Board of Canada depicting the historical sequences of modern civilization, particularly migration to North America. Little emphasis on population growth but an accurate portrayal of urban growth and its related problems. No narration. (Mainly for high school level.)

THE CITY (1971, 20 min.)

Views the lives of two city dwellers in Latin America, focusing on the frustrations of city life but facing the fact that cities are here to stay. Discusses population growth discreetly and urgently but not in crisis terms. Rapid urban migration and natural increase intensify current difficulties.

POPULATION ECOLOGY (1964, 19 min.)

Gives facts of population growth in a variety of organisms; first shows lab demonstration of different animal responses to the same environmental limits. Portrays fluctuation and limitation of population sizes as the environment changes. Explains population growth curve through the history of man. Concludes that man must be governed by natural causes and then indicates alternative ways by which our population might be limited -- starvation, disease, war, or birth-control planning.

SORRY, NO VACANCY (1973, 27 min.)

Illustrates that the most urgent conflict confronting the world is between population growth and man's consumption of the planet's dwindling resources. Also discusses the relationship of population growth and food production, economic prosperity, resource consumption, and environmental deterioration. Rod Sterling, the narrator, interviews George Borgstrem, Paul Ehrlich, Philip Hauser, William Paddock, Robert Packwood, and Rodney Shaw.

BEYOND CONCEPTION (1968, 35 min.)

Emphasis is on the causes and consequences of the population explosion. Environmental deterioration, food production, and social pressures are touched upon as problems impossible to solve without curbing population growth. Methods of birth control are discussed along with the responsibility of each individual for avoiding unwanted pregnancies.

POPULATION: BOOM OR DOOM? (1972, 60 min.)

Keyed to the Commission's Report on Population Growth and the American Future and highly recommended as an alternate to the official commission film. Highlights questions on growth and distribution, how population problems affect the quality of life, the support of sex education for all Americans, increased funds for contraceptive research, endorsement of abortion (though not as a primary means of birth control), and control of immigration quotas. Differing points of view on most controversial issues raised by the report are included.